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**JUNIOR AND SENIOR HIGH SCHOOL
PHYSICAL EDUCATION
(Interim Edition)**

**DEPARTMENT OF EDUCATION
EDMONTON, ALBERTA
JUNE, 1957**

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The Department of Education acknowledges with appreciation the work of members of the Physical Education committee in the preparation of this interim outline of Physical Education for Junior and Senior High Schools.

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INTRODUCTION

Every school child has need of Physical Education. It is as essential as sleep, diet and cleanliness. Exercise is the only known way of providing for optimal development of the involuntary action of the body. The nervous, the circulatory and the respiratory systems are directly dependent on big-muscle activity. The skeleton in respect to carriage and dynamic posture requires a muscle tone which can only be provided by vigorous muscle action. There is no other way toward organic development and maintenance than through Physical Education.

There is also considerable evidence to indicate the definite contribution Physical Education can and does make toward emotional stability, social development, and even mental productiveness. In the city of Manchester, England, studies were recently made of the relation of physique to scholarship. Only two out of eighty-five children of good scholarship were below the average in physique, while sixty-eight out of one hundred seventy-one poor students, or nearly forty percent, were below the average in bodily measurements. In a test given West Point Cadets it was found that those with the highest all round physical proficiency had the fewest emotional disturbances and were also in the upper half of the Academy academically.

Perhaps nowhere in the student's school life is there a better opportunity for the practical and realistic approach to social development than in the physical education situation where the setting is almost society in miniature with all its exposures to life's problems. The need for co-operation for efficient action and maximum results, opportunities for leadership experience, appreciation of the other fellow's point of view, encouragement of the less gifted, the many values of united team effort, the joy of wholesome competition without humiliation, the appreciation of good organization and management, etc., - these and other benefits are some of the intangibles which form a part of the glorious heritage handed down to us through "old country" games and sports.

The balanced and proper use of leisure time appears to be one of the major problems of the future. The acquiring of recreational skills as a means of maintaining interest and continuing participation in wholesome leisure-time activities is of major significance to the progress of society towards a stable democracy. The promotion of these habits and attitudes is important to each individual student. Recreational activities of a physical nature can and will provide such valuable assets as muscle tone, improved respiration and circulation, good mental hygiene and the fun and relaxation which make for a better citizen.

Fitness and Dynamic Posture

While no one should make the error of thinking that muscular development toward physical fitness and proper dynamic posture is the primary concern of a Physical Education program, big-muscle activity should be recognized as a definite means to a total educational end. Fitness and dynamic posture (Proper form in both simple and complicated movements as well as graceful and proper carriage) are only two of the many objectives of a good program but they are also interrelated and almost inseparable with all other objectives.

The actual process of teaching correct form or dynamic posture in such

things as walking, standing and running is a continuous procedure performed by all professional teachers in the field of Physical Education. It is emphasized at such times as roll call and demonstrations. It is consistently correlated to good muscle tone as a means of maintaining good form without undue fatigue. Physical Education like religion is not something which should be practiced and lived only at certain times or on certain days. The efficient mechanical action of the body affects all of the life's processes and this mechanical action is perfected and maintained only through food, rest and exercise.

Physical fitness and all it means to individual happiness and productivity must not be forgotten by the teacher in the confusion of many details of skill development, class management, selecting of activities, time allotment, etc. Instructors should constantly remind themselves of their obligation to students in respect to the development of habits, attitudes, interests and appreciations of body care through exercise. Intelligent care of the body in turn affects everything that people do or think.

The contents of this publication are intended
as a suggested method or guide to the use of the authorized text
for the province of Alberta, Physical Education for Junior and
Senior High Schools by M.L. Van Vliet.

Some Notes and Comments Concerning Program Planning In Physical
Education for Alberta Junior and Senior High Schools

1. One of the most important aspects of a good program in physical education is thoughtful pre-planning in view of the available facilities, types and amounts of equipment, activities to be selected, assistance available, potential student leadership, and the amount of time available each week.
2. It is usually a good idea to draw up a broad outline of the year's program by seasons and weeks which can be discussed with the principal and the other teachers involved.
3. While the selection of activities is greatly dependent upon equipment and facilities, every effort should be made to provide a breadth of program in keeping with recommended standards. In many cases, logical improvising is much better than the mere elimination of an activity due to the inconvenience of providing for it.
4. Choice of an activity or activities on the spur of the moment without any relationship to total year's operation and then proceeding to teach the activity off the "top of one's head", as it were, provides no better results than the same kind of effort in the teaching of English, Physics or Chemistry. What to do, when to do it, and how to do it, are problems that can best be solved by a full analysis of the local situation, along with the co-operative efforts of both students and staff. Program planning need not be and should not be solely a one-person effort on the part of the teacher but a result of the combined suggestions of colleagues, superiors and students.
5. Provincial regulations now provide opportunities for physical education to be taught 2 - 4 periods per week in Junior High School and 2 - 5 periods in Senior High School. In Grades VII, VIII, IX, the emphasis should be on the simplest forms of the various activities, with much attention given to lead-up games and skill drills in game form. This should also be a period in which by far the major emphasis is placed on the values of a good intramural program as a suitable outlet for trying out the newly acquired skills. While there should be no less emphasis on the intramural program in Grades X, XI, and XII, there should be provided a good inter-school program as an outlet to those who have superior talents.
6. Some aspects of advanced planning would include:
 - (a) Thoughts given to the advisability of a double period and the most advantageous time during the day to schedule physical education classes.

- (b) Consideration of assistance from other staff members and capable student leaders, with regard to the primary needs of the local students in terms of fitness, social development and recreation.
 - (c) Making certain that all facilities and equipment are in good repair and, in particular, all those which might violate safety standards, thus allowing a high potential injury rate.
 - (d) Caring and storing of equipment.
 - (e) Planning of the program with a view to alternates for inclement weather -- particularly toward the end of the fall season and in the early spring.
 - (f) Consideration of the activities normally recommended for any particular age group; i.e., for this reason, certain aspects of dancing for boys might be emphasized in Grades IX and X and de-emphasized in Grades VII and VIII.
 - (g) Consideration of routines which provide greater efficiency in class management and thus providing more time for "getting on with the job". Such routines might include: an adequate system of roll call, traffic paths in locker rooms, use of showers, set areas in the fields for certain types of activities, observation of bulletin board, checking equipment in and out, etc.
7. It is usually a good idea for a teacher to design a very simple lesson plan form which might include some of the following items:
- (a) Time allotted to roll call and warm-up.
 - (b) Time allotted for review.
 - (c) Time allotted for introduction of new skill.
 - (d) Decision as to the amount and type of demonstration.
 - (e) Equipment required for the particular class period.
 - (f) Special phrases and visual aids decided upon to speed up the learning.
 - (g) Type and amount of practice time allotted -- whether it is to be in the form of an actual game, a lead-up activity which has most of the fun qualities of the game itself, or a drill which might take the form of a relay competition.

8. Considerable thought should be given to the very serious problem in physical education centered around the relationship of the amount of time and the method used to teach skills and the time available for the actual practicing of the game or activity. In general, it is preferable to use the "whole-part-whole" method, that is, at the earliest possible moment playing the entire game or going through the motions of completing the overall operation of the activity, then teaching the skills in relationship to individual and group weaknesses and gradually building up to a reasonable performance of the activity to be taught. In so far as possible, it is essential that the class and the individuals in the class recognize within themselves the need to practice and improve in individual skills which will enhance their ability to perform the entire movement or game. It is a healthy sign in any physical education class when the students are requesting instruction in specific techniques so that they may improve their ability up to a reasonable level.
9. Most experienced teachers have found it very worthwhile to parallel the intramural program and the physical education instructional program. In other words, in most cases it appears preferable that instruction in volleyball should be carried on simultaneously or at the same time in the school year as the intramural volleyball program is in operation. This is not possible in all cases, but where applicable, it is found that the interest and general improvement rate serves to up-grade both the physical education classes and the intramural program.
10. Many teachers who have not had formal training in the field of physical education and yet find themselves responsible for physical education in the school, have been particularly uncertain of the amount of time which should be spent on games, dance, aquatics, et al, and the amount of time spent on informal and formal calisthenic drill. Perhaps the best recommendation to make in this regard would be to suggest that, as a general rule, most purely mechanical exercising routines should be limited to the first few minutes of a class in what might be called a "warm-up period". It should be pointed out, however, that at no time in a physical education program should muscle tone and general physical fitness be de-emphasized. A constant objective before the teacher is to provide a program which will encourage the students to take part in the activities taught during out-of-school time, since if the student were only to engage in worthwhile physical activities in two, three or even five periods a week in school, the actual improvement or maintenance of fitness would be non-existent. Physiologists say that a secondary school pupil needs at least one to two hours of big-muscle activity, while children up to the age of twelve need two to five hours of such activity each day.
11. The major headings for program activities as shown in the new book "Physical Education for Junior and Senior High Schools" include: Aquatics; Dancing; Team Sports; Apparatus; Stunts and Tumbling; Individual and Dual Sports, such as Badminton, Golf and Tennis; Warm-up and Conditioning Exercises; and Corrective Exercises. These, added to a well-organized and well-supervised program of intramural and interschool athletics will provide the kind of opportunities necessary for maximum growth and development of our Alberta youth.

SAMPLE ACTIVITY UNITS

The activity units included in this section are not intended as a comprehensive outline of each area nor are the areas selected to be considered to have any priority over any other activities which might be selected for a particular program. The material here-in presented is intended merely as a guide and as an example of one way of treating certain program elements toward the development of a year's outline by weeks and units. Each period as shown must in turn be expanded into individual lesson plans comparable to those shown on pages 16, 17, and 18 of the text, Physical Education for Junior and Senior High Schools.

At the present time Physical Education is not required in Grade XI. Teachers and Administrators should realize that this situation has existed almost solely because of the lack of facilities and not for any scientific or general academic reason. With the increase in facilities, equipment and staff all schools are urged to include Physical Education 20 as an elective in Grade XI. The Grade IX program may be developed on similar lines as for those of Grades VII, VIII and X. The Grade XI program of Physical Education 20 should emphasize carry - over activities for recreational and fitness purposes. Stress should be placed in individual and dual sports, aquatics and fitness exercises of a more individual nature.

SOCCER - Grade VII

6 Weeks -
18 periods

	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Passing and Receiving Either foot leading on the run One foot then the other foot Lead-up game - passing	132 138	Passing is important. It Is the key to successful soccer.
Period 2	Review No. 1 Dribbling - one leg, alternate in- side and outside of foot - inside of one foot then the other foot, outside of one foot then the other foot. Lead-up game - dribbling	 132 137	Practice the fake move.
Period 3	Review No. 1 and 2 Trapping - Toe trap Lead-up game - trapping	 133 139	Remember to "keep your eye on the ball"
Period 4	Review No. 3 Trapping continued 1. inside of foot 2. outside of foot 3. Lead-up game - trapping	 133 134 137	
Period 5	Review No. 4 Trapping continued 1. With the body 2. Lead-up game - trapping	 134 139	
Period 6	Review the weak fundamentals Heading Lead-up game	 134 139	
Period 7	Kicking (Stationary Ball) 1. instep 2. side of foot - on high shot full back kick 3. Lead-up game	135 139	Force is obtained by snap motion from knee down.
Period 8	Review No. 7 Kicking - low shots	 135	
Period 9	Review No. 8 Tackling, side, sole of foot Charging	 137 137	
Period 10	Review No. 8 and 9 Throw-in Goal-keeping Punt	 137	
Period 11	Positional Play, offensive and defensive. Basic rules regarding playing field.		

SOCCER - Grade VII Con'd.

<u>Period</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 12	Scrimmage (short) Free kick Penalty kick Goal kick Corner kick.		
Period 13	Review weakest fundamentals Rules, and regulations.		
Period 14	Review weakest fundamentals Individual Positions Game experience.		
Period 15	Review - Soccer Dodge Ball Scrimmage.	137	
Period 16	Scrimmage Round Robin.		
Period 17	Continue round robin.		
Period 18	Skill Testing.		

SOCCER - Grade VIII

<u>6 Weeks - 18 periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Periods 1 to 9	Review Grade 7 program.		
Period 10	Individual Positions and General duties. Forward Halfbacks Fullbacks Goalkeeper Scrimmage.	130	Lead-up game of soccer dodge-ball.
Period 11	Goalkeeper Position play, corner kicks Penalty kicks, shots from field Free kick, opponent dribbling in, when to leave goal, use of hands. Scrimmage.	130	Watch for weakness in scrimmage which may need drill.
Period 12	Fullbacks - Position play, Corner kicks, on offence, on defence. Scrimmage.	130-35	
Period 13	Wing Halfbacks - Position play, on defence, on corner kick, on penalty kick, on throw in, own and opponents. Scrimmage.		Check on passing.
Period 14	Center Halfback - Covers opposing center forward, master skill. Scrimmage.		Stress heading and tackling fund.
Period 15	Wings - on offence, on defence, on corner and penalty kicks.	135-36	Position play, long passes.
Period 16	Inside Forward - on offence, on defence, on own and opponent's corner, kicks, on own and opponent's penalty kicks.		
Period 17	Center forward - Duties - offensively and defensively, own penalty kicks own corner kicks.		
Period 18	Scrimmage Round Robin Testing of Skills.	139-40	Games Mass soccer Soccer sixes .

6 WEEKSSOCCER - Grade IX

Review the fundamental skills with emphasis placed on perfection of skill and techniques, team tactics, offensive and defensive play. Teach Volleying or Kicking on Moving Ball (Text P. 136.) Review the individual positions and general duties.

SOCCER - Grade X

<u>Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1 to 6	Review Junior High School Program.		
Period 7	Control of ball with chest, head and feet, heading, and volleying the ball, dribbling and passing in pairs Goal Shooting Practice placing players in respective positions in the field.	134-37	The passing should be a sure, finished performance at this level.
Period 8	Practice goal shooting, and the penalty kick, shooting beyond penalty area. Practice defense for corner kicks. Practice defence for side throw-ins.	130-31	
Period 9	Practice combination plays for forward line and back line Defence and offence combinations.		
Period 10	Throw-in plays and Kick-off plays all worked and practiced.	131	
Period 11	Off-side situations How to get on-side.		
Period 12	Review Testing.		

SPEEDBALL - Grade VII

In most areas Speedball is considered as a fall sport. It is particularly suited to crisp cool days when a good strenuous game is most suitable.

<u>Two Weeks Six Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Devote: to soccer drills - drib - ble, inside of the foot pass - one quarter of period To football drills - drop kick and punt - one quarter period To basketball drills - baseball pass - one quarter period To discussion of rules and how to play the game - one quarter period.	132-33 165 106 156-8	There should be a mini- mum of talking by the instructor. The fundamentals of foot- ball and soccer are review work. The basketball fund- amentals will require in- struction.
Period 2	To soccer drills - pass and trap - one quarter period To basketball drills - two-hand push pass and baseball pass - one quarter period To speedball skill - kick up of stationary ball - one quarter To game of speedball - one quarter period.	132-35 105-6 158	Get the points across quickly. Move the students into good active drills as quickly as possible.
Period 3	To soccer drills - low drive and trap - one quarter period To basketball drills - bounce pass and two-hand overhead - one quarter period To speedball skill - kick-up of a rolling ball - one quarter period To game of speedball - one quarter period.	132-35 105-6 159	
Period 4	To soccer drills - on weakest soccer skills - one quarter period To basketball drills - two-hand overhead pass and baseball pass one quarter period To speedball skill - two-foot kick up - one quarter period To game of speedball - one quarter period.	136 106-7 159	
Period 5	To soccer drills - heading the ball - one quarter period To football drills punt and drop kick - one quarter period To speedball game - one half period.	134-35 165	
Period 6	To soccer drills - tackling one quarter period To speedball game - three quarters period.	136	

SPEEDBALL - Grade VIII

<u>Two Weeks</u> <u>Six Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Devote: To soccer drills - dribble, pass and trap - one quarter period. To football drills - punt, and drop kick - one quarter period To basketball skills - two-hand push pass, baseball pass one quarter period. To speedball skills - kick-up of stationary and moving ball one quarter period.	132-38 165 105-6 158-59	It is not necessary to block these periods. They can be utilized as weather conditions demand. The Grade VIII students should have a good basis in the fundamentals.
Period 2	To soccer drills, weakest of previous lesson plus low drive and trap - one quarter period. To basketball drills - baseball pass, one-hand push and one-on one defence - one quarter period. To speedball skill - review kick-ups and add two-foot kick-up one quarter period.	132, 137 105, 106,111 159	The Speedball programme is an active one that utilizes good drills to further develop the fundamentals. A large percentage of the time should be given to the game situation.
Period 3	To soccer drills - low volley kick and half volley drive - one quarter period. To basketball drills - two-hand overhead pass and two on one drills one quarter period. To game - one half period. If necessary, check rules.	136 106,111 112,113	
Period 4	To soccer drills - tackle, one-on one - one quarter period. To basketball drills - baseball pass and three-on-two drill - one quarter period. To game - one half period.	135-139 106-112	
Period 5	To soccer drills - put time on the skill that is weakest - one quarter period. To football drills - punt and drop kick - one quarter period To game - one half period.	 165	
Period 6	Game	157	

SPEEDBALL - Grade IX

Two Weeks
Six Periods

Procedure

Text Ref.

Comments

Period 1

The Grade IX speedball programme is most active.

2

3

4

The first four periods should be divided into equal parts. The first half of each period places the stress on drills to develop those fundamentals that have shown the greatest weakness.

The participants face two challenges:

1. Endurance
2. Strenuous Activity

The second half of the period is a game situation.

This will demand good physical fitness if the challenge is to be met.

Period 5

6

The last two periods in the two-week session are used entirely as a game situation.

SPEEDBALL - Grade X

<u>Two Weeks</u> <u>Six Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Devote: To soccer drills - dribble and trap - one quarter period. To football drills - punt and drop kick - one quarter period. To speedball skills - kick-up of stationary and moving ball - one quarter. To game of speedball - one quarter period.	132-34, 137,138 165 158-59	Physical Education 10 students spend little time on fundamentals. The majority of the emphasis is t game - strenuous activity.
Period 2	To soccer drills - low drive and trap - one quarter period. To basketball drills - two-hand push pass, baseball pass - one quarter period. To game of Speedball - one half period.	132-37 105-6	Stress accuracy of the low drive hit the target. For variety, use a rugby football - the football passes - forward and pitch out replace basket-ball passes.
Period 3	To soccer drills - low volley kick and half volley drive - one quarter period. To basketball drills - two hand overhead pass and baseball pass one quarter period. To game - one half period. For variety, use rugby football for one quarter of this session.	136 106, 111 112	
Period 4	To soccer drills - tackle one-on-one and two-on-one - one quarter of period. To basketball drills - two-hand push pass and three or two drill one quarter of period. To game - one half period.	135-37 105,112	
Period 5	To soccer drill - one quarter period. To football drill - punt and drop kick one quarter period. To game - one half period.	 165	Put time on the skill tha is weakest.
Period 6	Full game.		

BASKETBALL - Grade VII

<u>6 Weeks</u> <u>18 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Basic stance, running and footwork This should include boxer's stance, weight evenly distributed between both feet, knees slightly flexed, etc.		
Period 2	Review # 1. Add passing and re- ceiving (stationary) chest pass and baseball pass.	105-06	Take one step toward re- ceiver when passing.
Period 3	Review # 2. Add "One-hand Push Pass".	105	
Period 4	Review 2 and 3 with drills of both competitor and self-testing nature.	112	
Period 5	Shooting, one hand and chest. In- troduce short scrimmage. Some game situation experience should be in- troduced as early as possible. It may be as short a time as 3 - 5 min- utes this early in the unit.	108,110	Start with ball at eye level in one hand shot.
Period 6	Review # 5. Add "lay-up shot".	108	Emphasize high jump.
Period 7	Review 4 and 5. Continue "lay up shot".		
Period 8	Review "lay-up shot". Add dribble. It should be carefully explained that the dribble is the least efficient way of advancing the ball. Basket- ball should be essentially a passing game.	107	
Period 9	Pass and dribble combine. Another short scrimmage. Some like situations should be used to provide drill in passing, receiving and dribble with a sense of accomplishment and enjoy- ment.	110	Emphasize high jump.
Period 10	Combine pass, dribble and shooting. More simple game-like situations drills and scrimmage.		
Period 11	Review 10. Add "Running One-Hand Shot" a brief explanation should be included as to where, why and when this shot is used.	110	
Period 12	Review all shooting. Add foul shoot- ing (Pendulum style).	107	Arms straight, ball held between knees, arms perp- pendicular to floor. Ball is released from full under arm swing, elbows straight. Upper body should be fairly straight and body in sit- ting position when ball is nearest floor.

BASKETBALL - Grade VII Cont'd

<u>Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 13	Defensive stance with footwork. Review #1 with emphasis on moving in cut steps without crossing legs or feet with foot nearest the dir- ection of movement always moving first.		Emphasize sliding movements.
Period 14	Review #13 with one-on-one drills. One student on defense and one for offense. All footwork, stance, fakes etc. analyzed and corrected.		
Period 15	Review and scrimmage. At least half period devoted to game experience.		
Period 16	Rules, regulations and team play. Add short scrimmage.	103-04	
Period 17	Review and scrimmage as in #16.		
Period 18	Testing period (skill). Assuming that a final mark may develop from attitude (20%) (Dress, promptness, cleanliness, general behavior, wil- lingness to accept responsibility, co-operation, etc.) Knowledge (30%) and Skill (50%), the testing period would result as a part of the skill percentage mark.		Early scrimmages & scrimmage on small floors might well be kept to three on a side.

BASKETBALL - Grade VIII

<u>6 Weeks</u> <u>18 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Review basic stance, passing and receiving.		
Period 2	Shooting, passing and receiving and the dribble.	107	Use combination drills.
Period 3	Repeat 2 with different drills and lead-up games.		
Period 4	Repeat #3 with additional variations.		
Period 5	Divide class into squads for simple game situation experience.		Equal distribution of players in squads.
Period 6	Continue game - like situations with teacher guidance as to improvement of play.		
Period 7	Analysis tournament play in terms of (a) offense, (b) defense, (c) strategy, (d) basic fundamentals, etc.	110-11	
Period 8	Practice fundamental skills indicated by types of errors most common in games.	111-14	
Period 9	Explain, demonstrate and practice jump ball situations - (a) when controlled jump is assured (b) when opponents control jump. More fundamentals.		Use pendulum swing in jump ball situations.
Period 10	Outline and demonstrate simple offensive formation. Class practice employing both good offensive pattern and good defensive technique.		Walk through without opposition, half speed with opposition, full speed with opposition.
Period 11	Explain difference between zone and man-for-man defense. Emphasize the necessity for all players to excel at man-for-man defense.		
Period 12	Explain, demonstrate and practice foul shot situation. Short competitive period with teams of two or three aside in games of "21".	104	
Period 13	Practice fundamentals of shooting, passing and dribbling. One-on-one drill for improvement of individual offence and defence.	106-07	
Period 14	Competitive tournament. Players must play a different position every three minutes.		

BASKETBALL - Grade VIII Cont'd

<u>Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 15	Continue tournament.		
Period 16	Set shot and foul shot competition. Records kept and posted.		
Period 17	General Review.		Stress areas for improvements.
Period 18	Test Period (skill).		

BASKETBALL - Grade IX

Grade IX should carefully review all the material covered in Grades VII and VIII. Outside reading should be assigned in respect to such areas as rules, offense, strategy, etc. Some of the students have become fairly efficient performers and should be used as demonstrators and leaders. This grade should be used primarily to consolidate their skills and knowledge of the game toward pride in performance and pleasure in the activity.

BASKETBALL - Grade X

<u>6 Weeks</u> <u>18 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Review basic stance, passing and receiving.	104-05	
Period 2	Review passing and receiving and shooting. Use simple lead-up game.		
Period 3	Review passing receiving, shooting and dribble.		
Period 4	Use variations of drills and lead-up games for complete review of fundamentals.		Use drills that are part of offensive system employed when possible.
Period 5	Repeat #4 with variations.		
Period 6	Repeat #4 with variations.		
Period 7	Use full periods for game situation experience; two-on-two, three-on-three.	110-11	
Period 8	More game situation experience; four-on-four; five-on-five.		
Period 9	Correlate game situation with reasons for drill on fundamentals.		
Period 10	One-on-one drills; emphasize ball protection, fakes and change of pace for students on offence and stance, footwork and balance for students on defence. Shooting practice set shots lay-ups and foul shots.	108,109	Rotate players frequently
Period 11	Passing and dribbling drills with competitive lead-up games. Indicate limitations of dribble.	107	"Never dribble if you can pass."
Period 12	Simple class round robin tournament; three against three on one backboard.	110-11	Use of four backboards allows for 24 to be on the floor simultaneously. Time should be so organized that no one sits out longer than 3 to 5 minutes.
Period 13	Continue #12.		
Period 14	Game situation drills: two-on-one, three-on-two, two-on-two, three-on-three.		
Period 15	Principles of individual and team defence reviewed, demonstrated and discussed.		

BASKETBALL - Grade X Cont'd

<u>Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 16	Review weakest phases of fundamentals.		Post a brief list on Bulletin board.
Period 17	Game situation experience. Emphasis on recreation and fun.		
Period 18	Testing.		

HOCKEY AND SKATING

<u>Grade VII and VIII</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Basic skating (without stick) Quick starting and turning.	258	Emphasize leg action on the turns. i.e. Inside edge of one skate and outside edge of other.
Period 2	Review above Quick stopping Combine as one skill - Quick starting turning and stopping.		Basic drills (p. 259) to be used. Avoid monotony by varying drills.
Period 3	Review 1 and 2 Backward skating Combine backward skating and quick stopping.		
Period 4	Information on stick (types, care number, etc.) Carrying stick. Review all maneuvers of periods 1,2, and 3 with stick.	126-7	Here a chosen goalie can be instructed on his position of holding stick, kind, etc.
Period 5	Free skating, carrying stick Stick handling and puck control.	127 (forward)	Both hands on stick. 1. Large group in one area, each with a puck 2. Drill on player playing 2 pucks.
Period 6	Stick handling and puck control Short passes and receiving Long passes and receiving.		
Period 7	Review number 6 and increase the passing and receiving in number of players from two to three or four.	127	Stress pass receiving from behind to right or left side.
Period 8	Passing and receiving and shooting.	127 (forward)	Leg drive on shot.
Period 9	Passing and receiving Shooting at close range to goal, to boards.	127	
Period 10	Increase range of shooting Checking and goal keeping.		The goal tender should be instructed on the need of pads, and importance of mitts, plus his position at goal in respect to where the puck is.
Period 11	Checking, goal tending and shooting for the goal for goalie's practice. Introduce defence.	128	Look at the target.

HOCKEY AND SKATING - Grade VII, VIII Cont'd

<u>Period</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 12	Defence, positional play, offence and defence. Basic rules re: rink markings. Modified game of hockey - change position of players every 3 min.		
Period 13	Modified game of hockey with analysis of error.		Increase the length of each playing.
Period 14	Strategy, modified game of hockey, analysis of error and another modified game of hockey to compensate for the errors.		The final game may be used for grading purposes. The goalie should be instructed of his errors.
Period 15	Try playing a regulation game, strategy. Analysis of error, and another short regulation game, excluding time.		

HOCKEY AND SKATING

Grade IX

Compress Grade VIII programme and add the following:

1. Introduce backward skating in the 4th period.
2. Introduce backward passing in the 7th period.
3. Increase the distance of shots for the goal
and the distance of passes.
4. An introduction to "fence" passing in the
8th period.
5. Increase the length of each playing period.
6. Introduce regulation game within class about
the 13th period.
7. Intramural game in afternoon (carnival for
one-half day).
8. It may be advisable to have a captain for each
class team. Substituting players.
9. Rules of substituting players.
10. Introduce one or two players, two or three
and later one on three players for practice.

HOCKEY AND SKATING - Grade X

<u>Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Basic skating with stick Quick starting, turning and quick stopping Skating fast (forward) turning skating fast (back) repeat.	258	Leg action on the turns.
Period 2	Review above Introduce backward skating and quick stopping.	259	Basic drills to be used Vary your drills and the position of your players.
Period 3	Review 1 and 2 Introduce as one skill - backward skating, turning and forward skating and quick stopping.		
Period 4	Information on stick Carrying stick Review 1, 2, and 3 with stick.	126-27	Choose goalie and instruct on his positions, equipment, etc.
Period 5	Free skating, carrying stick Stick handling and puck control.	127	Both hands on stick Forward and backward skating.
Period 6	Review No. 5 Short passes and receiving Long passes and receiving Passing from two players to three or four.	127	
Period 7	Review No. 6 Combine passing, receiving and shooting.	127	
Period 8	Passing and receiving at close range to goal Passing and receiving from "fence".		Long drive on shot
Period 9	Review No. 8 Checking and goalkeeping.		Goalie's instructions on need of equipment. e.g. mitts, pads, etc.
Period 10	Checking, shooting and goaltending for goalie's practice, especially for close range shots. Defence.	128	Stress blocking and catching. Control of rebounds.
Period 11	Defence, positional play, offence and defence. Basic rules re-rink markings. Modified game of hockey Analysis of error.		

HOCKEY AND SKATING - Grade X Cont'd

<u>Period</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comment</u>
Period 12	Review No. 10 and 11 Modified game of hockey Analysis of error.		
Period 13	Strategy, modified game of hockey analysis of error, followed by another modified game of hockey.		
Period 14	Regulation hockey game (omitting the time element). Strategy, analysis of error followed by another regulation game (omit time element).		Skill grading. Goalie's analysis of error.
Period 15	Regulation game within the class Analysis of error Intramural game in afternoon, if possible.		

BADMINTON - Grade VII

The fact that Badminton has real carry over value makes it a must for any Physical Education Programme that has suitable facilities. Instruction in the required class period is, of necessity, a mass type in instruction, that stresses the fundamentals, but does not allow much time for actual game participation. The game situation is a part of the intramural programme.

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<u>Three Weeks Nine Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	The grip. The stance and footwork for the Overhead Clear without and then with the bird. Work in couples.	242,245 246	The most important part of learning to play Badminton is the correct grip. Correct body position for all shots must be taught.
Period 2	Review grip. Review Overhead Clear and Forehand Drop First without, then with the bird. Work in couples.	244-45	Couples work across the width of the gym. Interference with each other is cut to a minimum if stress is placed on hitting the target with the right shot.
Period 3	Review Overhead Clear and Overhead Drop with the bird. The stance and footwork for the Forehand Clear and Forehand Drop. First without, then with the bird. Work in couples Use homogenous grouping.	244-45	
Period 4	Review Forehand Clear and Forehand Drop with bird. The stance and footwork for the Backhand Clear. Retain couple activity.	244-46	Backhand shots will require more time for development of the skill. Carefully check footwork.
Period 5	Review Backhand Clear The Serve for singles play - High Service Working in couples.	242-43	
Period 6	Review High Service for singles The Low Serve for singles. The Low serve for doubles Review all shots learned up to date.	242-43	
Period 7	The High Service for doubles Rules and regulations not taught in connection with instruction in the fundamentals Singles game.	242-43 247-49	It is noted that the stress is placed on singles play. This is the best type of play for the development of good fundamentals and a sound interest in the game.
Period 8	Skill test Singles game.		Mixed doubles is most difficult of play correctly. At this level, it amounts to a game of singles for the boys with the girls getting a look in - if they can.
Period 9	Complete skill test Singles game.		

BADMINTON Grade VIII

It is assumed that all class members have had equal and similar instruction in the Grade VII Programme.

<u>Three Weeks</u> <u>Nine Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	The Grip The Stance and Footwork for the Overhead Clear and Overhead Drop Without and with the bird.	242 244-46	The Grade VIII Programme in Badminton strives for greater proficiency in fundamentals. The emphasis is on couple participation in improvement of fundamental skills.
Period 2	Review Grip, Overhead Clear and Drop Shots. Teach the Forehand Clear and Forehand Drop.	244-45	
Period 3	Review Overhead Clear and Drop Shots, the Forehand Clear and Drop Shots The Backhand Clear shot should be given complete instruction. Instruction given for new fundamental Back Hand Drop.	242-46	New fundamentals are the Net Strokes and the Smash
Period 4	Review Backhand Clear and Drop Serves - High and Low Singles. The Smash - a new fundamental to teach.	242-43	Check carefully for proper footwork on all strokes and for good court coverage.
Period 5	Singles game - short session 1/3 period Serves - High and Low Doubles. Rules and regulations of the game.		
Period 6	Net Strokes - the Lift Stroke and the Cross Court Review those strokes which show greatest weakness - probably backhand Clear and Drop.	247	
Period 7	Net Strokes - Review Lift Stroke and the Cross Court The "Rush" Singles game.	247	
Period 8	Skill Test Singles games.		
Period 9	Complete Skill Test - Discussion of Court Strategy. Singles Games.		

BADMINTON - Grade IX

Three Weeks
Nine Periods

It is assumed that all students have had six weeks of instruction in their past Junior High School Physical Education.

Grade IX programme is a follow-up of the Grade VIII. It continues to stress fundamentals, demanding greater mastery of the skills, consistent use of correct footwork, and a good understanding of court strategy and rules.

It is suggested that homogeneous grouping be used to give extra practice for the clear; smash; net strokes; and serves for singles and doubles play.

The testing programme includes skill, theory and knowledge of the rules.

BADMINTON - Grade X

The following lessons are suggested for a class of students that have had nine weeks of instruction in Junior High School. The instructor gives a brief review of each fundamental as it is listed then checks the students as they participate.

<u>Three Weeks</u> <u>Nine Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	The grip The Overhead Clear and Drop Shots with birds.	242, 244-45	
Period 2	Review Overhead Clear and Drop shots. Teach the forehand and backhand clear.	246	
Period 3	Review work of Periods 1 and 2 .	246	In a 30 minute period,
Period 4	Review forehand and backhand clear and drop shots.	242-44	10 min. is the maximum time given to instruct-
Period 5	Theory Test - True-false, multiple choice - 15 minutes duration Teach the Smash.	245	ion. Put the majority of the time on partic-
Period 6	Teach doubles serve Teach net strokes, life, cross court and rush.	242-44 247	ipation by the students with the teacher cir- culating to give indiv-
Period 7	Teach court strategy Theory instruction - the amount is determined by the test of Period 5. Singles games.	248 247-49	idual help and correct faults.
Period 8	Review the Weakest skills. Singles game.		
Period 9	Singles game It is suggested that this last period extend into extra-curricular time and arrive at a class champion through a seeded, straight elimination draw.		

Additional Reference:

1. The Athletic Institute, 209 S. State S., Chicago 4, Ill.
Badminton Instructor's Guide.
Film strips are available with the Manual.
2. The Athletic Institute,
How To Improve Your Badminton
3. Choong, Eddy The Phoenix Book of Badminton Publisher : J.M. Dent & Sons.

VOLLEYBALL* - Grade VII

<u>Four Weeks</u> <u>Twelve Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	History and description of game, and, if possible, demonstration of basic skills and of good competitive volleyball, Instruction in handling of ball both below and above shoulders followed by practice.	169-72 172-73	Films can be effectively used here. Insist on good form, finger position and stance.
Period 2	Lead-up games involving ball handling, such as "Keep it Up", Wall volley etc.	175-77	Allow sufficient experience in ball control.
Period 3	Review work of periods 1 and 2. Introduce the underhand serve.	174	Variations should not be permitted until greater basic skill is attained.
Period 4	Review work of periods 3. Practice placement of serves.	175	Court may be divided into zones and servers attempt to serve into specific zones.
Period 5	Teach and allow practice in passing the ball. Teach rotation.	171 174-76	Various drills should be used and an attempt made to make them as interesting as possible.
Period 6	Review basic skills covered and have a short game.		Some of the playing rules should be taught incidentally at this time.
Period 7	Teach and practice recovery from the net. Last part of the period may be spent on a game.		Game situations serve as opportunity to observe faults requiring correction.
Period 8	Review and drill on skill taught in Period 7. Short Game.		These drills can be made very interesting by using competitive lead-up games.
Period 9	Review work from periods 7 and 8 and teach playing rules not already covered in preparation for game.	171-72	Student should have good knowledge of rules at this point.
Period 10	Teach game strategy, positional play from offensive and defensive standpoints.	177-78	
Period 11	Give practical tests evaluating skills such as serving, passing, recovering, etc.		
Period 12	Have team competitions such as round - robin and study students under game conditions.		It should be emphasized that although greater skill makes the game more challenging, volleyball is a recreational rather than a competitive activity.

See Text - Girls' Rules P. 178.

Review Grade VII

The physical education teacher should be aware of a few basic principles when teaching this activity.

1. Volleyball taught well, using the basic skills developed over a period of time is a very interesting worthwhile game.
2. There is a tendency for teachers to assume that this activity is easy to teach. This thinking results in a game in which one or two players dominate the play while the remainder are content with just getting the ball over the net.
3. As skills slowly develop this game arouses more interest on the part of the student. This takes time!
4. Girls do not have the upper body and shoulder girdle strength of the boys. Therefore, the overhand serve, and the spiking game should only be taught in girls' classes if the group is far enough advanced.
5. Use lead up drills for all skills (if possible.)

VOLLEYBALL - Grade IX

<u>Four Weeks</u> <u>Twelve Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Review ball-handling by using drills such as various forms of "Keep Up" exercises, wall volley and shuttle drills.	173 175-76	
Period 2	Practice passing, handling both high and low shots. Good form and proper techniques should be emphasized.	173-74	
Period 3	Review serving and net recovery. Also positional play and rotation.	171, 74	
Period 4	Review and practice setting up. Have short game.	174	Stress fact that this is a team game.
Period 5	Review skills from periods 1, 2, 3, and 4.		Strive for improvement in skills.
Period 6	Game: stressing all reviewed skills under game conditions.		By insisting on 3 passes per side in practice games, the tendency to volley back and forth unsystematically can be checked.
Period 7	Teach overhand service. Use drill and lead-up games.	174	Avoid variations until the basic skill is established.
Period 8	Teach spiking. Spikers should learn to jump and spike with one hand.	175	The drill for practicing spiking can be combined with setting up (Period 4).
Period 9	Review 7 and 8. Introduce blocking.	177	This drill can also be combined with spiking and setting up.
Period 10	Teach attack and defence. Fundamentals of offensive and defensive play should be reviewed as well as general hints on playing.	177-78	
Period 11	Review 10 and have game.		Observe game closely and correct faulty techniques, strategy, and lack of team play. Insist on proper use of all skills learned in the drill periods.
Period 12	Allow games to be played, such as class tournament or similar competitive play. Evaluate.		Give students opportunity to appreciate the game through participation.

VOLLEYBALL Grade X - BOYS

It is assumed that the Grade X class is one with 2 or 3 years of volleyball experience. Where this is not the case, it may be advisable to begin at the Grade VII level. However, a Grade X student should aim at greater ability at all the basic skills such as serving, passing, spiking, blocking and net recovery. Some of the intricacies of offensive and defensive play should also be taught. Thus a Grade X class should progress much more rapidly than a Grade VII class.

The Grade X program will involve the development to a higher level of the skills which were introduced in the Junior High program. These skills, developed over a period of time making volleyball an excellent recreational activity.

SOFTBALL - Grade VII

<u>Weeks</u> <u>periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
od 1			
2	Throwing - underhand, side arm and overhand.	147-48	Follow through is important.
	Catching - two fundamental ways of		
	Catching: 1. A ball below the waist	148	Watch the ball.
	2. A ball above the waist		
	Lead-up game, Shuttle Throwing.	152	
od 3	Review periods 1 and 2		
	Fielding a grounder	148	
	Fielding flies	149	
	Lead-up games 1. Live Ball	152	
	2. Batted Grounder		
	Relay.	153	
od 4	Review period 3		Keep body away from the base
5	Batting	149	Feet just in front or in
	Bunting	150	back of base depending on
	Game, Pepper Batting Relay	152	where the ball is coming
	Scrimmage.		from. (From catcher the
			player usually stands just
			in front of the base.)
			Be sure to catch the ball
			first. Then bring it down
			where the runner's foot has
			to come. Tag the foot. Keep
			head up.
od 6	Review Batting	151	
	Base Running		
	Tagging.		
od 7	Review Period 6		
	Catching		
	Games: 1. Hit and Run Softball	148	
	2. Overtake	151	
	Basic Rules.	153	
od 8	Review Period 7		Three essentials - control,
	Pitching.	143	speed, deception.
	Shuttle Throwing		
	Scrimmage.		
od 9	Review and practice weakest funda- mentals. Start Round Robin.		
od 10	Continue Round Robin.		
od 11	Skill Testing - Six man Softball.	154	
od 12	Skill Testing 1. Throw		
	2. Catch		
	3. Bat	154	

SOFTBALL - Grade VIII

<u>Four Weeks</u> <u>12 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Review - Throwing and Catching - Lead up game.	147-48	
Period 2	Review # 1 Fielding: 1. grounders 2. flies 3. lead up games.		
Period 3	Review #1 and 2 Batting - Grip, Stance, Step, swing, and Hit Lead-up games.	153	
Period 4	Review # 3 Bunting - Sacrifice, Push Position Play Scrimmage.	149-52	
Period 5	Review - Catching and Pitching with lead-up games Scrimmage.		
Period 6	Review weak fundamentals Base running and tagging Basic rules Scrimmage.		
Period 7	Divide class into teams for round robin tournament. Change playing positions often.		
Period 8	Continue tournament.		
Period 9	Analysis of tournament in terms of basic fundamentals and strategy - Scrimmage.		
Period 10	Practice fundamental skills indicated by types of errors made most commonly in games.		
Period 11	General Review.		
Period 12	Skill Testing.	154	

SOFTBALL - Grade X

FOUR WEEKS

Use the first four periods to review the Grade VII program and the next four periods to review the Grade VIII program. Drill the players on the fundamental skills of the game. Practice with definite skills in mind. Be sure to drill class in team play. The value of this is not only in the runs they bring in or save, but in the team spirit that may be encouraged and created. Aim for greater interest and continued participation. The last four periods may be used for tournament and testing.

SOFTBALL - Grade X

<u>Four Weeks</u> <u>12 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	Review fundamentals.		
Period 2	Practice fundamental with simple lead-up games and drills.		
Period 3	Same as No. 2		
Period 4	Same as No. 3		
Period 5	Divide class into teams for game experience. Change playing positions often.		
Period 6	Review the weakest fundamentals as revealed by the game. Hints on strategy e.g. Batting order Signals.	155-6	
Period 7	Review strategy, outfielding, infielding, double plays, position play.		
Period 8	Playing Strategy <ol style="list-style-type: none">1. Sacrifice bunt, man on first and none out2. Hit and run, man on first and one out3. Squeeze play - man on third and one out4. Delayed double steal - man on first and third5. Double steal - runners on first and second or first and third.		
Period 9	General review Basic rules and regulations.		Short discussion on Umpires positions and Signals.
Period 10	Tournament.		
Period 11	Continue tournament.		
Period 12	Testing.		

TRACK AND FIELD - Grade VII

General Note:

Before practicing any event there should be a warm-up period. A table of calisthenics should be drawn up which will loosen up all muscles of the body. Special emphasis be placed upon the calisthenics which will loosen and stretch the muscles upon which greatest strain will be placed by the event.

Emphasis should be placed upon the importance of conditioning and training. Make the experience as pleasant as possible.

<u>Five Weeks</u> <u>Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	The Sprint. The stride, paying particular interest to proper body lean and unison of hands and legs. Emphasis should be on form and condition. Run no races of any kind.	269-70	
Period 2	Review 1. Learn the crouch start. Experiment until an individual learns to use starting blocks.	268-69	
Period 3	Review 1 and 2. Explain rules (Five minutes) Starting practice. Running in lanes. Emphasize running in straight lines as opposed to weaving. Alternate running and walking. Maximum running 25 yards.		
Period 4	Bring class together for explanation and demonstration. For practice have 2 or 3 teaching stations so that the entire class does not have to operate in one pit. Running Broad Jump. Review 1. The jumper learns the proper approach. Length of approach is considered. Then check marks are made so the stride is not broken.	271-72	No measurement of distance should be taken. All emphasis should be on form. Do not expect mastery at this stage.
Period 5	Review 4. The take-off from the board. Determine which foot to use. Position of foot on board.	271-72	Stress is placed upon height.
Period 6	Review 4 and 5. Flight in the air.	271-72	
Period 7	Review 4, 5, and 6. Landing. Position of legs. Part of foot to land on. Position of knees.	271	Explain rule: How measuring is done.
Period 8	Hop, Step, and Jump. From standing position practice footwork for hop, step and jump. Check spacing of impacts. Add easy run.	272	

TRACK AND FIELD - Grade VII Cont'd

<u>Five Weeks</u> <u>15 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 9	Review 8. Review the method of placing markers and making the approach to hop, step, and jump.	273-74	
Period 10	High Jump. Show how free leg is used to gain height. It is recommended that the Western Roll be introduced immediately.	273-74	Discover which foot the jumper takes off most naturally. Let him experiment with his approach.
Period 11	Stress use of free leg, swinging the legs over. Teach the approach.	273-74	Emphasize use of armlift.
Period 12	Review 11. Stress form. Raise the bar slightly now and check for errors. This should still be several inches under maximum effort.	273-74	Explain Rules: 1. Number of trials allowed 2. What constitutes a trial 3. How winners are determined in case of a tie.
Period 13	Further practice and high-jump techniques.		
Period 14	Relays. Passing of baton (blind pass) from standing position. Explain transfer of baton to correct hand. Making of pass in marked passing distance. Simple tabloid meet.	270	Stress no loss of time during exchange.
Period 15	Complete tabloid meet. One-half day for intramural tabloid meet is strongly recommended.		

TRACK AND FIELD - Grade VIII

<u>Five Weeks</u> <u>5 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 1	The Sprint. The Stride.	270	Pay careful attention to body lean, unison of legs. Watch the pointing of the toes. Emphasis is on form and condition. Do not run races of any kind.
Period 2	Review period 1. Teach crouch start, Experiment with different forms.	270	
Period 3	Starting practice. Emphasize running in straight lines as opposed to weaving. Watch that the movements of shoulders, head, and knees meet the recommended form.	270	For practice: running, alternate running, and walking.
Period 4	Running Broad Jump. Bring class together for explanation and demonstration. For practice have 2 or 3 teaching stations so that entire class does not have to operate from one pit. Review 1. The jumper learns the proper approach. Length of approach and use of check marks is considered.	271-72	Emphasize on height of board.
Period 5	Review 4. The take-off from board. Stress is placed upon height. Determining which foot to use.	272	Take-off is on stronger foot.
Period 6	Review 4 and 5. Flight in the air reaching out for distance.	272	Do not stress distance of jump. Take no measurements which will eventually help the jumper gain distance.
Period 7	Review 4, 5, and 6. Landing.	272	
Period 8	Hop, Step, and Jump. From standing position practice foot-work for hop step and jump. Check spacing of impacts. Add easy run.	272	
Period 9	Review 8. Review approach and method of placing markers.	271-72	
Period 10	High Jump. The Western Roll. Side approach bar. The Stride. Use of check marks.	273	Consistency of approach is important. The distance of last marker is often approximated by standing next to crossbar and using the length of outstretched arms as the distance.
Period 11	Review 10. The spring. The lay out and landing.	274	Concentration is on proper approach and form.

TRACK AND FIELD - Grade VIII Cont'd

Five Weeks
15 Periods

Procedure

Text Ref.

Comments

Period 12	Review 10 and 11. Stress form. Raise the bar slightly and practice.		
Period 13	Further practice of high-jump techniques. Relays on Passing the Baton.		
Period 14	Start Tabloid Meet.		
Period 15	Complete Tabloid Meet. A half-day tabloid is strongly recommended.		

TRACK AND FIELD - Grade IX

For Grade IX much the same schedule may be followed. If they have had the instructions in Grade VII and VIII, begin interesting practices to improve skills which will help them in the events.

Introduce middle distance running. The emphasis should be on form with no competition and no timed distances (Page 275, 276) Introduce a throwing event. (discus or or shot put Page 277-78.)

Introduce the straddle-roll in high jumping, Page 275.

Five Weeks

15 Periods

Procedure

Text Ref.

Comments

Where the students have had very little instruction in track and field the first step should be to find out how far they had advanced in an event. Give them the instructions for the level of learning which you find them at.

For individual help with specific problems a teacher will have to refer to other text references mentioned (On Page 317). A set of pamphlets at a nominal cost is recommended. They may be obtained from:

Consultant, Fitness and Recreation
Department of Health and Welfare
Room 700
Jackson Building, Ottawa

Period 1	The Sprint. The Stride, paying particular interest to proper body lean, and unison of hands and legs, match the pointing of toes.	270	Get them running where you can watch this. Have them run towards you.
Period 2	Review 1. Teach variations of crouch start. Check carefully the level of the back and lift of the head. Watch placement of hands at starting line. Check starting stride.	260-69	First ten steps should be short and hard driving.
Period 3	Review 1 and 2. Emphasize running in straight lines and check any excessive movements of arms of hips which may cause weaving.	270	
Period 4	Running Broad Jump. Review 1 (Sprints) Check to see that jumper learns proper approach. Length approach and check marks should be established. Check body lean on last three steps.	271-72	Effort on last three steps should be shortened slightly.
Period 5	Review 4. The take-off. Place the emphasis on height and form. Stress also the need for co-ordination of feet, hands, chest and head to obtain height.	272	Emphasis on raising chest and shoulders in the air.
Period 6	Review 4 and 5. Flight in the air. Introduce hitch kick if the class is sufficiently advanced. Mention use of head and chest to gain momentum.	272	

TRACK AND FIELD - Grade X Cont'd

<u>Five Weeks</u> <u>15 Periods</u>	<u>Procedure</u>	<u>Text Ref.</u>	<u>Comments</u>
Period 7	Review 4, 5, and 6. Landing. Check any incorrect form in the jump.	272	
Period 8	Hop, Step, and Jump. Practice footwork from standing position for hop step and jump. Check spacing of impacts. Add easy run.	272	It is not necessary to have pits for this practice.
Period 9	Review 4 and 6 (approach and landing). Add easy run.	272	Check carefully the rhythm and ratio of hop, step and jump.
Period 10	The High Jump. The Western Roll. Side to approach bar. The Stride Use of check marks.	273-74	Where the class has not done this before it may be easier to start them from standing position with the bar at very low level. Add easy run.
Period 11	Review 10. The spring. The lay out and landing.		
Period 12	Review 10 and 11. Introduce straddle roll. Practice.		
Period 13	Practice of high-jump techniques. Passing the baton (Blind and open pass.)	270	
Period 14	Practice form for middle distance running.	275-76 277	
Period 15	Introduce Shot Put or Discus Where equipment is available hurdles or javelin may be introduced. A suitable summary of the training would be a half-day tabloid meet. Where it is impossible to do this, this may be held during the fourteenth and fifteenth periods.		



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